

## Covington Joint: High School CATS 2007 Data Analysis

### Two Rivers Middle School/Holmes Junior/Senior High School

#### Three Part Process:

- A. School Data Summary Profile**
- B. Content Standards Performance**
- C. Subgroup and Individual Student Performance Analysis**

#### A. How's Our Data?

##### School Data Summary Profile

2007 School Overall Accountability Index (Adjusted): **59.2 (Joint)**

2006 School Overall Accountability Index : **58.9 (Joint)**

2007-2006 Index Points Difference: **0.3**

2006-2007 Index % Increase or Decrease: **0.5%+**

2007 Student Groups Overall Accountability Index (Nonadjusted):

Student Groups	Overall Index	Points Away from 100
White	<b>64.1</b>	<b>35.9</b>
African American	<b>48.4</b>	<b>51.6</b>
Hispanic	n/a	n/a
Asian	n/a	n/a
LEP	n/a	n/a
Free/Reduced Lunch	<b>56.1</b>	<b>43.9</b>
With Disabilities	<b>28.8</b>	<b>71.2</b>

Met Overall AYP: ☐ Yes ☒ No

Met Other Indicator: ☒ Yes ☐ No

#### NCLB Reading Data

# 2007 AYP Goals: <b>5</b>	# Met AYP: <b>1</b>	2007 % P/D	Reached %P/D Goal: <b>40.88</b>	# 2006 AYP Goals: <b>5</b>	# Met AYP: <b>0</b>	2006 % P/D	Reached % P/D Goal: <b>40.88</b>
All	<b>NO</b>	<b>36.64</b>	<b>NO</b>	All	<b>NO</b>	<b>29.62</b>	<b>NO</b>
White	<b>Yes</b>	<b>41.77</b>	<b>Yes</b>	White	<b>NO</b>	<b>34.03</b>	<b>NO</b>
African American	<b>NO</b>	<b>26.82</b>	<b>NO</b>	African American	<b>NO</b>	<b>19.48</b>	<b>NO</b>
Hispanic	n/a			Hispanic	n/a		
Asian	n/a			Asian	n/a		
LEP	n/a			LEP	n/a		
Free/Reduced Lunch	<b>NO</b>	<b>32.19</b>	<b>NO</b>	Free/Reduced Lunch	<b>NO</b>	<b>27.54</b>	<b>NO</b>
With Disabilities	<b>NO</b>	<b>9.71</b>	<b>NO</b>	With Disabilities	<b>NO</b>	<b>19.41</b>	<b>NO</b>

#### NCLB Math Data

# 2007 AYP Goals: <b>5</b>	# Met AYP: <b>0</b>	2007 % P/D	Reached %P/D Goal: <b>28.36</b>	# 2006 AYP Goals: <b>5</b>	# Met AYP: <b>0</b>	2006 % P/D	Reached % P/D Goal: <b>28.36</b>
All	<b>NO</b>	<b>19.38</b>	<b>NO</b>	All	<b>NO</b>	<b>13.33</b>	<b>NO</b>
White	<b>NO</b>	<b>21.80</b>	<b>NO</b>	White	<b>NO</b>	<b>16.76</b>	<b>NO</b>
African American	<b>NO</b>	<b>12.33</b>	<b>NO</b>	African American	<b>NO</b>	<b>4.59</b>	<b>NO</b>
Hispanic	n/a			Hispanic	n/a		
Asian	n/a			Asian	n/a		
LEP	n/a			LEP	n/a		
Free/Reduced Lunch	<b>NO</b>	<b>15.76</b>	<b>NO</b>	Free/Reduced Lunch	<b>NO</b>	<b>11.11</b>	<b>NO</b>
With Disabilities	<b>NO</b>	<b>2.55</b>	<b>NO</b>	With Disabilities	<b>NO</b>	<b>8.03</b>	<b>NO</b>

<b>ThinkLink Assessment</b>	<b>8th</b>				<b>9th</b>		
<b>Sept '07</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>		<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
<b>MATH</b>	<b>27%</b>	<b>32%</b>	<b>41%</b>		<b>18%</b>	<b>34%</b>	<b>48%</b>
Number/Computation	36%	35%	29%		23%	34%	43%
Geometry/Masurement	30%	32%	38%		27%	49%	24%
Prob/Statistics	39%	26%	35%		27%	38%	35%
Algebra	45%	15%	40%		26%	29%	45%
<b>READING</b>	<b>39%</b>	<b>38%</b>	<b>23%</b>		<b>39%</b>	<b>43%</b>	<b>18%</b>
Foundation	73%	15%	12%		47%	27%	26%
Understanding	66%	18%	16%		49%	22%	29%
Interpreting Text	52%	24%	24%		61%	24%	15%
Critical Evaluation	75%	12%	13%		51%	43%	6%
Content	37%	32%	31%		57%	27%	16%
Structure	22%	31%	47%		60%	22%	18%
Conventions	45%	23%	32%		57%	27%	16%
<b>SOCIAL STUDIES</b>	<b>14%</b>	<b>40%</b>	<b>46%</b>				
Government & Civics	46%	34%	20%				
Culture & Society	11%	30%	59%				
Economics	59%	24%	17%				
Geography	32%	32%	36%				
History	28%	27%	45%				
<b>ThinkLink Assessment</b>	<b>10th</b>				<b>11th</b>		
<b>Sept '07</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>		<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
<b>MATH</b>	<b>11%</b>	<b>26%</b>	<b>63%</b>		<b>27%</b>	<b>30%</b>	<b>43%</b>
Number/Computation	11%	33%	56%		31%	20%	48%
Geometry/Masurement	31%	19%	50%		48%	18%	34%
Prob/Statistics	35%	26%	40%		26%	44%	30%
Algebra	29%	21%	50%		49%	21%	30%
<b>READING</b>	<b>28%</b>	<b>52%</b>	<b>20%</b>				
Foundation	39%	32%	29%				
Understanding	39%	38%	23%				
Interpreting Text	45%	44%	11%				
Critical Evaluation	34%	27%	38%				
Content	66%	24%	10%				
Structure	57%	29%	14%				
Conventions	35%	55%	10%				

Holmes Learning Checks	School-Wide			8th Grade				9th -12th Grade			
	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth
Math	60.01	49.22	-10.79	37.10	54.87	56.29	1.42	49.52	67.07	47.37	-19.70
Reading	72.74	74.60	1.86	61.10	73.73	78.98	5.25	70.98	82.19	71.94	-10.25
Social Studies	67.79	69.00	1.21	46.74	58.36	49.06	-9.30	60.87	68.95	76.56	7.61
Science	82.08	56.16	-25.92		83.16	84.48	1.32	53.47	85.43	46.26	-39.17
Foreign Language	N/A	70.38	N/A		N/A	N/A			N/A	70.38	N/A
Arts and Humanities	80.33	99.99	19.66	52.25	72.91	103.24	30.33	69.53	88.38	97.35	8.97
PLVS - PE / Health	71.33	84.58	13.25		72.79	88.59	15.80	56.15	70.23	87.46	17.23
PLVS - Business	71.79	77.49	5.70					56.15	71.79	77.49	5.70
PLVS - Family / C. Science	57.49	63.67	6.18					56.15	57.49	63.67	6.18
PLVS - Vocational	89.92	94.59	4.67					56.15	89.92	94.59	4.67
	9th Grade			10th Grade				11th Grade			
	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth
Math	59.05	50.71	-8.34		61.18	40.60	-20.58	49.52	67.07	50.09	-16.98
Reading	69.40	77.53	8.13	70.98	64.66	69.20	4.54		82.19	66.23	-15.96
Social Studies	85.69	88.11	2.42		65.33	68.57	3.24	60.87	68.95	73.54	4.59
Science	68.12	34.31	-33.81		77.90	51.40	-26.50	53.47	85.43	55.92	-29.51
Foreign Language											
Arts and Humanities								69.53			
PLVS - PE / Health				56.15							
PLVS - Business				56.15							
PLVS - Family / C. Science				56.15							
PLVS - Vocational				56.15							

#### NEXT STEPS / CHALLENGES / CONCERNS

- 1) Learning Checks being used by teachers to inform and modify instruction.
- 2) Teachers making decisions to identify students in need of interventions.
- 3) Continue to make the learning check process more transparent and less of an event.
- 4) Continued work on developing common assessments and accurately scoring the open response.
- 5) Building capacity for gathering and processing the learning check data.

Holmes Learning Checks	School I-Wide			8th Grade				9th - 12th Grade			
	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth
Math	60.01	49.22	-10.79	37.10	54.87	56.29	1.42	49.52	67.07	47.37	-19.70
Reading	72.74	74.60	1.86	61.10	73.73	78.98	5.25	70.98	82.19	71.94	-10.25
Social Studies	67.79	69.00	1.21	46.74	58.36	49.06	-9.30	60.87	68.95	76.56	7.61
Science	82.08	56.16	-25.92		83.16	84.48	1.32	53.47	85.43	46.26	-39.17
Foreign Language	N/A	70.38	N/A		N/A	N/A			N/A	70.38	N/A
Arts and Humanities	80.33	99.99	19.66	52.25	72.91	103.24	30.33	69.53	88.38	97.35	8.97
PLVS - PE / Health	71.33	84.58	13.25		72.79	88.59	15.80	56.15	70.23	87.46	17.23
PLVS - Business	71.79	77.49	5.70					56.15	71.79	77.49	5.70
PLVS - Family / C. Science	57.49	63.67	6.18					56.15	57.49	63.67	6.18
PLVS - Vocational	89.92	94.59	4.67					56.15	89.92	94.59	4.67

	9th Grade			10th Grade				11th Grade				12th Grade		
	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth	KCCT	LC #1	LC #2	Growth	LC #1	LC #2	Growth
Math	59.05	50.71	-8.34		61.18	40.60	-20.58	49.52	67.07	50.09	-16.98	57.25	44.90	-12.35
Reading	69.40	77.53	8.13	70.98	64.66	69.20	4.54		82.19	66.23	-15.96	105.00	N/A	N/A
Social Studies	85.69	88.11	2.42		65.33	68.57	3.24	60.87	68.95	73.54	4.59	65.89	85.29	19.40
Science	68.12	34.31	-33.81		77.90	51.40	-26.50	53.47	85.43	55.92	-29.51	86.16	80.32	-5.84
Foreign Language														
Arts and Humanities								69.53						
PLVS - PE / Health				56.15										
PLVS - Business				56.15										
PLVS - Family / C. Science				56.15										
PLVS - Vocational				56.15										

## **GRADE READING SCORE SUMMARY**

### **Holmes Junior High**

### **Grades 8 and 9**

### **2005-2007**

GRADE is a norm-referenced, research based reading assessment with reliability and validity data from two standardizations. Internal reliability is mostly in the .95 to .99 range; alternate form reliability ranges from .81 to .94; and test-retest reliability ranges from .77 to .98. Measures of content, criterion-related and construct validity show that GRADE is highly correlated with other norm-referenced reading assessments such as the Iowa Test of Basic Skills reading subtest.

	Year	# of Students Testing	National Mean	Building Mean	
<b>GRADE 8</b>				<b>GRADE 8</b>	
	<b>2005</b>	203	484	444	base year
	<b>2006</b>	191	481	447	increase of 3 points
	<b>2007</b>	179	488	455	increase of 8 points
<b>GRADE 9</b>				<b>GRADE 9</b>	
	<b>2005</b>	206	486	449	base year
	<b>2006</b>	188	480	454	increase of 5 points
	<b>2007</b>	201	488	461	increase of 7 points

**\*Note: Medium range is 453-457**

#### **Additional observations:**

- 18% of scores were above the national mean in 2006 and 24% in 2007.
- 27% of scores below 440 were attributed to students not completing tests (refusing to try or to complete).

## Holmes Junior/Senior High School Non-Academic Data

Current Enrollment: 1115

### Ethnicity Breakdown

White	697	63%
African American	347	31%
Hispanic	12	1%
Asian	5	<1%
Other	54	5%

### Demographics

Free/Reduced Lunch	75%
Homeless	68 students (6%)
Special Needs	201 (18%)

### Discipline Data (Office Referrals)

Grade	# Referrals
8	822
9	2447
10	1688
11	841
12	356

### Discipline Data (Infraction Data)

Category	Number
In-School Suspension	719 days
Out-of-School Suspension	1049 days
Expulsions	1 student
Referrals to Holmes Alternative School	97 students
Holmes Alternative School Enrollment	47 students

### 2006-2007 Class Failures at Holmes:

Grade	Percent
8	0
9	11%
10	4%
11	1%
12	3%

2007-2008 Dropouts: 16 – 1.6%

Student Attendance: 91.7% January 2008

Teacher Attendance: 96.95%

8<sup>th</sup> Grade Students enrolled in Algebra I – 52%

Special Education Students in full collaboration – 70%

## **District Leadership Oversight and Assistance to Holmes SBDM**

Jack Moreland, Superintendent, has implemented the Supervisory Model at Holmes Junior/Senior High School. Mr. Moreland has delegated part of the oversight and assistance of this work to Lynda Jackson, Executive Director of Learning Support. Weekly updates are provided to Mr. Moreland via the principal, Ray Finke, or Lynda Jackson. All written reports and data are submitted to the superintendent for review and approval.

The oversight duties of the Superintendent are as follows:

1. Provides job performance feedback to the principal and academy administrators.
2. Reviews the decisions of the principal.
3. Approves the agenda, minutes and decisions of the principal and works collaboratively with the SBDM.

The duties of the District Liaison are as follows:

- Monitors the implementation of all school activities aimed at improving student achievement.
  1. Reviews all Implementation and Impact checks throughout the year.
  2. Monitors the progress of initiatives that have resulted from the Holmes Scholastic Audit (assessment results, analyzing open response from departments, teacher's analysis of student work, and walkthrough observations with written feedback to the teacher/administrator).
  3. Provides direction to the principal for improving student achievement.
  4. Works with the Bulldog Academy to plan and implement intervention programs for students not meeting standards.
  5. Works to implement a research-based remedial reading program for at-risk readers.
  6. Coordinates the various resources flowing into the school to make sure all resources work in a systematic way to support student achievement.
  7. Leads the monthly Holmes Leadership Team initiative to bring the four academies together on a monthly basis to target instructional issues and create a train-the-trainer model to build leadership capacity on the Holmes Campus.
  8. Provides follow-up on NCLB provisions concerning school choice and supplemental services.